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Integration of the U.S. Armed Forces activity had sequences of pictures and documents from various periods of the military service, starting around the Civil War time (1660-1865) on through the Persian Gulf War in 1990. The activity is designed for the students to make connections of pictures/documents from a specific period and to also identify similarities and differences between the various periods. The activity is geared towards grades 6-8.

<http://docsteach.org/activities/372/detail?mode=browse&menu=closed&era%5B%5D=postwar-united-states&sortBy=title&page=13>

The activity facilitates Value-based disciplined inquiry, characteristic C identified in the National Council of Social Studies report, *A Vision of Powerful Teaching and Learning in the Social Studies*. Specifically the students become aware of the potential inequality of the individuals serving in the military, as well as the potential of harm (lynching) of Negro draftees. The students’ review of the documents and the issues will enable them to think critically about the justice of requiring the Negro to register for the draft and the potential of being put at risk by their fellow service members or braking the law and refusing to be drafted. This dilemma will require students to think critically about government policy/laws and personal choices individuals must make. The activity will also encourage debate about the photographs and what is seen/unseen in the photos, as well as whether the photographs may be ‘staged’ (Bush’s Thanksgiving 1990 photo - observing lack of other ethnicities, and only one female).

The activity also facilities Active Learning, E. The photographs provide evidence from the actual periods in history and encourages the students to think about what they see, or don’t see, in the photographs. This could include the use of graphic organizer (i.e., Venn diagram) in identifying similarities and differences. It gives the students a chance to make individual observations/draw conclusions and then to share/collaborate with their classmates which usually provides broader, more informed observations as well as points of view. The students may become more inquisitive about the periods discussed during the activity and do more research, create projects and use both ‘hand-on’ and ‘minds-on’ to expand their understanding of this issue in American military history and how it may relate to today’s world events. One possible challenge question, or for further research, for the students may be, “What do you think happened in the U.S. military regarding segregation between the issuance of the Executive Order in 1948 and Thanksgiving 1990? How was segregation ended and was it immediate upon the issuance of the Executive Order?”

1. **Social Studies Teaching and Learning Are Powerful When They Are Meaningful**
   1. An in depth looks of individuals and the inequality of people into the military.
   2. The activity has the students use inquiry skills, and analyzing, to help the students develop visual and textual data presented in photographs and documents to gain an understanding of the participation of African Americans in the U.S. Armed Forces and of changes in American military policy regarding racial integration.
   3. The students will use extensive research with use of vocabulary words and images to gain a meaningful relationship with social studies and the integration of African Americans in the U.S. Military.
2. **Social Studies Teaching and Learning Are Powerful When They Are Integrative**
   1. The students will integrate many different subjects like art, do dig deep into the lesson through the images. The students will be able to use inquiry to make their own connections to the images shown for the lesson. With the images being primary sources, the students get a first hand look at history allowing the teacher to go more in depth.
   2. The teacher can have the students do a think-pair-share, having all the students use inquiry. This will allow the students to make their own personal connections and decisions with the images while also allowing them to hear what the other students have to say about what they have come up with also.

**Women’s Suffrage Image**

**Link:** [**http://docsteach.org/activities/13457/detail?menu=closed&mode=search&sortBy=relevance&q=women%27s+suffrage&commit=Go**](http://docsteach.org/activities/13457/detail?menu=closed&mode=search&sortBy=relevance&q=women%27s+suffrage&commit=Go)

**A. Social Studies Teaching and Learning Are Powerful When They Are Meaningful**

* This activity encourages an in-depth look into the Women's Suffrage movement in America. The discussion generated can be used as part of a unit concerning civil rights in America, women's rights in a global sense, or the right for Americans to speak out on movements or topics they do not agree with.
* This activity forces the students to use their information gathering skills, analysis, and inquiry skills to develop an idea of what is occurring in the picture. When used as a think-pair-share, the students will need to exercise their ability to communicate their ideas throughout the lesson.
* In order to develop the results and circumstances of the Women's Suffrage movement, students are forced to delve into the extensive history of the United States, or other countries in which Women's Rights have been addressed.

**B. Social Studies Teaching and Learning Are Powerful When They Are Integrative**

* When reviewing the image, students are using their awareness of art and humanities to develop an understanding of a key facet of American history. By being forced to examine the image with little background knowledge, students are required to make connections to the image based on prior discussion, and prior knowledge/experience. Furthermore, the image is a primary source from a specific area, presenting the opportunity for teachers to include the use of geology and political science.
* Powerful social studies teaching combines elements of all the disciplines as it provides opportunities for students to conduct inquiry, develop and display data, synthesize findings, and make judgments.
* This activity encourages teachers to allow their students to discuss the image, and to conduct further research on the image before discussion. By doing this, the teacher ensures that the students are conducting inquiry, and synthesizing their findings after making judgments on its accuracy and usefulness.
* Because the activity is based primarily on an image, students are able to discuss what they see and think is happening in the image with other students. In this way, the teacher is facilitating the students' communication abilities and, through research, their reading skills. Last, teachers are able to incorporate a writing activity (journaling, letters, essays, opinion piece, etc.) into the lesson to include all the different communication skills required of their students.

**C. Social Studies Teaching and Learning Are Powerful When They Are Value-Based**

* Through discussions, debates, the use of authentic documents, simulations, research, and other occasions for critical thinking and decision making, students learn to apply value-based reasoning when addressing problems and issues.
* I believe this is good idea for students to use because they get to learn the values and reasoning behind the problems and issues that they are addressing when they are discussing or debating, researching for information to use for their projects, and looking at authentic documents.

**E. Social Studies Teaching and Learning Are Powerful When They Are Active**

* Student construction of meaning is facilitated by clear explanation, modeling, and interactive discourse. Explanation and modeling from the teacher are important, as are student opportunities to ask and answer questions, discuss or debate implications, and participate in compelling projects that call for critical thinking.
* I think the teacher modeling and giving clear explanation of what they want their students to accomplish is important because without modeling or providing examples on how the assignment should be done, the students won’t understand the assignment unless they ask you personally. This is also important because it allows the students to ask more questions after you just modeled it if they still don’t understand the directions.